



## UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

June 14, 2022

The Honorable Chris Reykdal  
State Superintendent of Public Instruction  
Washington Office of the Superintendent of Public Instruction  
Old Capitol Building  
P.O. Box 47200  
600 Washington St. SE  
Olympia, WA 98504-7200

Dear Superintendent Reykdal:

I am writing in response to Washington's request on April 29, 2022, to the U.S. Department of Education (Department) to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA), using the COVID-19 State Plan Addendum (Addendum). Washington requested these amendments to account for short-term changes in school year 2021-2022 due to extraordinary circumstances related to the COVID-19 pandemic and in response to the waivers the Department granted Washington from the accountability requirements of the ESEA for the 2019-2020 and 2020-2021 school years and the assessment requirements for the 2019-2020 school year.

Specifically, Washington requested the amendments to:

- Shift forward long-term goals for academic achievement, graduation rate, and progress in achieving English language proficiency by two years.
- For its Other Academic indicator for elementary and secondary schools that are not high schools, average the mean student growth percentiles from the 2017-2018 and 2018-2019 school years with the school's average achievement level from the 2021-2022 school year in reading/language arts and mathematics (i.e., each school receives a score from 1-10 for each school year based on the percentile performance; the indicator will be an average of the score for each school year).
- Alter the timeline for school identification so that Washington will identify schools for comprehensive and additional targeted support and improvement in fall 2023 after identifying schools in fall 2022.
- Change the number of years that schools identified for comprehensive support and improvement (CSI) in fall 2022 have to meet exit criteria before being subject to more rigorous interventions from two to three years.
- Change the number of years that a school identified for additional targeted support and improvement (ATSI) in fall 2022 will have to meet exit criteria before it is identified for CSI to be two years rather than three.
- Omit school years 2019-2020 and 2020-2021 when determining whether a school has met the statewide exit criteria for CSI or ATSI schools.

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*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

I am approving Washington’s changes to its ESEA consolidated State plan. This letter and Washington’s approved Addendum for the 2021-2022 school year will be posted on the Department’s website along with the currently approved version of Washington’s ESEA consolidated State plan (available at: <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>). Because I am approving changes through the Addendum that are not limited to the 2021-2022 school year (e.g., shifted school identification timeline and timeline for long-term goals), the State must submit an updated ESEA consolidated State plan that incorporates those approved changes at a later date. Additionally, I note that in the Addendum, you noted that Washington is administering a new English language proficiency (ELP) assessment in 2021-2022 and that you will make changes to how you calculate the Progress in Achieving English Language Proficiency (ELP) indicator. Prior to implementing your accountability system for the 2021-2022 school year, Washington must submit a State plan amendment or revised Addendum that includes the proposed revisions.

Please be aware that approval of this amendment to Washington’s consolidated State plan is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and requirements under the Individuals with Disabilities Education Act. It is Washington’s responsibility to comply with these civil rights requirements.

I know that you are doing all in your power to support your districts and schools to ensure the health and well-being of students and educators. Thank you for your dedication to this effort. If you have any questions, please contact my staff at [OESE.TitleI-a@ed.gov](mailto:OESE.TitleI-a@ed.gov).

Sincerely,

/s/

James F. Lane, Ed.D.  
Senior Advisor, Office of the Secretary  
Delegated the Authority to Perform the  
Functions and Duties of the Assistant Secretary  
Office of Elementary and Secondary Education

cc: Dr. Michaela Miller, Washington State Office of Superintendent of Public Instruction